

## DOCUMENT RESUME

ED 411 546

CS 216 016

TITLE Transitional Course Outline: English III. Transformations: Kentucky's Curriculum Framework. Draft.

INSTITUTION Kentucky State Dept. of Education, Frankfort.

SPONS AGENCY Department of Education, Washington, DC.

PUB DATE 1994-00-00

NOTE 31p.; For English I, see CS 216 015; for English IV, see CS 216 017.

PUB TYPE Guides - Classroom - Teacher (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Communication Skills; \*Course Content; Course Descriptions; \*Course Objectives; Educational Change; \*English Instruction; Evaluation Methods; High Schools; \*Language Arts; Literature Appreciation; Student Evaluation; United States Literature; Units of Study

IDENTIFIERS Kentucky Education Reform Act 1990

## ABSTRACT

Providing help to teachers and schools attempting to achieve the vision of the Kentucky Educational Reform Act (KERA) which shifts the focus of instruction to student use and application of knowledge, this paper presents a sample course outline as a starting point for course development. The paper begins with one example of a course description for English III, a high school language arts course that surveys the American character through literature while focusing on the development and refinement of student communication skills. The paper then discusses targeting outcomes; presents a goals and outcomes correlation chart; discusses course outcomes; addresses content and content guidelines (including suggested reading materials); presents charts illustrating how students become active, investigative learners who can demonstrate learning in meaningful ways; presents assessment activities; and presents a sample unit development format. Appendixes contain the 6 KERA goals and sample items from KIRIS assessments. (RS)

\*\*\*\*\*

\* Reproductions supplied by EDRS are the best that can be made \*

\* from the original document. \*

\*\*\*\*\*

Draft

ED 411 546

# Transitional Course Outline

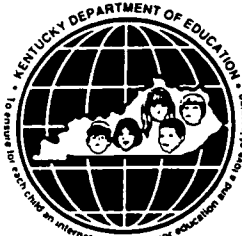
## English III

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

### Transformations: Transformations: Transformations: Kentucky's Curriculum Framework



Kentucky Department of Education  
Thomas C. Boysen, Commissioner

CS 2-16 016

# **Kentucky Department of Education**

**Thomas C. Boysen, Commissioner**

## **Kentucky State Board for Elementary and Secondary Education**

Jane Joplin Evans  
Thomas E. Gish  
Joseph W. Kelly, Chairman  
Jeffrey C. Mando  
Deborah B. Morrow  
Helen W. Mountjoy

Wade Mountz  
Dr. Samuel Robinson  
Gary L. Stewart  
Craig True  
John A. Williams  
Dr. Gary Cox (ex-officio)

### **Division of Curriculum**

**18th floor, Capital Plaza Tower, 500 Mero Street  
Frankfort, KY 40601 Telephone: (502) 564-2106**

**Dr. Betty Edwards, Director**

Jean Cain  
Nijel Clayton  
Agnes Durbin  
David Green  
Tricia Kerr  
Fran Salyers  
Kay Vincent  
Tom Welch

**Support Staff**

Regina Mingua,  
Administrative Secretary Sr.  
Sherrie Dawson  
Tina Drury  
Susan Ueltschi

### **Regional Service Center Curriculum/Assessment Consultants**

Patricia Hardin  
Patricia Murray  
Susan Nichols

Jane Sisk  
Carol Stumbo  
Mary Alice Vincent

This publication is 100 percent federally funded with  
Chapter II CFDA # 84.151z funds.

The Kentucky Department of Education does not discriminate on the basis of race, color,  
national origin, sex, religion, age or disability in employment or the provision of service.

© 1994 Kentucky Department of Education

# Acknowledgments

The following people have given time and energy toward the development of high school transitional course outlines. Listed are their school assignments at the time of their participation.

**Pam Argabrite**  
Fairdale High School  
Jefferson County

**Nancy Collins**  
Connor High School  
Boone County

**Hannah Horsch**  
Bardstown High School  
Bardstown Independent

**Jim Austin**  
Dupont Manual High School  
Jefferson County

**Bruce England**  
Nelson County High School  
Nelson County

**Doug Jenkins**  
Warren Central High School  
Warren County

**Karen Bell**  
Paducah Tilghman High School  
Paducah Independent

**Ed Farrar**  
Atherton High School  
Jefferson County

**Donna Johns**  
Jessamine County High School  
Jessamine County

**Cathy Billiter**  
Franklin County High School  
Franklin County

**Barbara Fendley**  
Dupont Manual High School  
Jefferson County

**Jane Jones**  
Dupont Manual High School  
Jefferson County

**Ann Booth**  
Lincoln County High School  
Lincoln County

**Sue Fountain**  
Male High School  
Jefferson County

**Chuck Keller**  
Highlands High School  
Ft. Thomas Independent

**Shirley Burgess**  
Bardstown High School  
Bardstown Independent

**Jon Frederick**  
Cumberland County High School  
Cumberland County

**Shannon Kelly**  
Jessamine County High School  
Jessamine County

**Paula Bunton**  
Paul Laurence Dunbar High School  
Fayette County

**Nancy Gilligan**  
Central Office  
Fayette County Schools

**Rod Kirschner**  
Beechwood High School  
Beechwood Independent

**Kerry Casey**  
Franklin County High School  
Franklin County

**Juanita Gilliam**  
Reidland High School  
McCracken County

**Barbara Koehler**  
South Oldham High School  
Oldham County

**Dennis Chandler**  
Highlands High School  
Ft. Thomas Independent

**Glenda Goff**  
Grayson County High School  
Grayson County

**Mary Lou Long**  
Bryan Station High School  
Fayette County

**Robin Chandler**  
Bryan Station High School  
Fayette County

**Paula Hill**  
Marshall County High School  
Marshall County

**Larry McCloskey**  
South Oldham High School  
Oldham County

## **Acknowledgments (continued)**

The following people have given time and energy toward the development of high school transitional course outlines. Listed are their school assignments at the time of their participation.

**Barbara Miller**  
South Laurel High School  
Laurel County

**Linda Pennington**  
Scott High School  
Kenton County

**Becky Tippet**  
Frankfort High School  
Frankfort Independent

**Patricia Morris**  
Ballard High School  
Jefferson County

**Dr. Robert Ronau**  
University of Louisville

**John Wyatt**  
Fulton City High School  
Fulton Independent

**Nancy Mullins**  
Rockcastle County High School  
Rockcastle County

**Paula Sheldon**  
Simon Kenton High School  
Kenton County

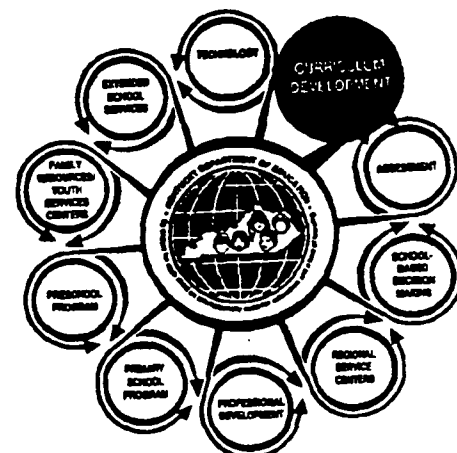
**Lu Young**  
Jessamine County High School  
Jessamine County

**Todd O'Banion**  
Scott County High School  
Scott County

**John Travis**  
Scott County High School  
Scott County

## SAMPLE TRANSITIONAL COURSE OUTLINE ENGLISH III (2303)

For Kentucky to achieve the vision of KERA, education in the Commonwealth must experience a multifaceted reform. As the classroom begins this transition, professional development, curriculum, instruction, and assessment must also undergo significant changes. It is essential that these changes be made through a process which emphasizes the relationships and connections existing among these critical components of education. The Kentucky Department of Education is providing help to teachers and schools attempting to make this transition by offering the following sample course outline as a starting point for course development.



Traditionally, instruction has focused on student acquisition of discrete facts and skills. The expectations of KERA shift the focus to student use and application of knowledge; therefore, changes in the selection of content, instructional strategies, and assessment methods are necessary. There are many different ways to define a course outline; the following provides **one example**.

### COURSE DESCRIPTION

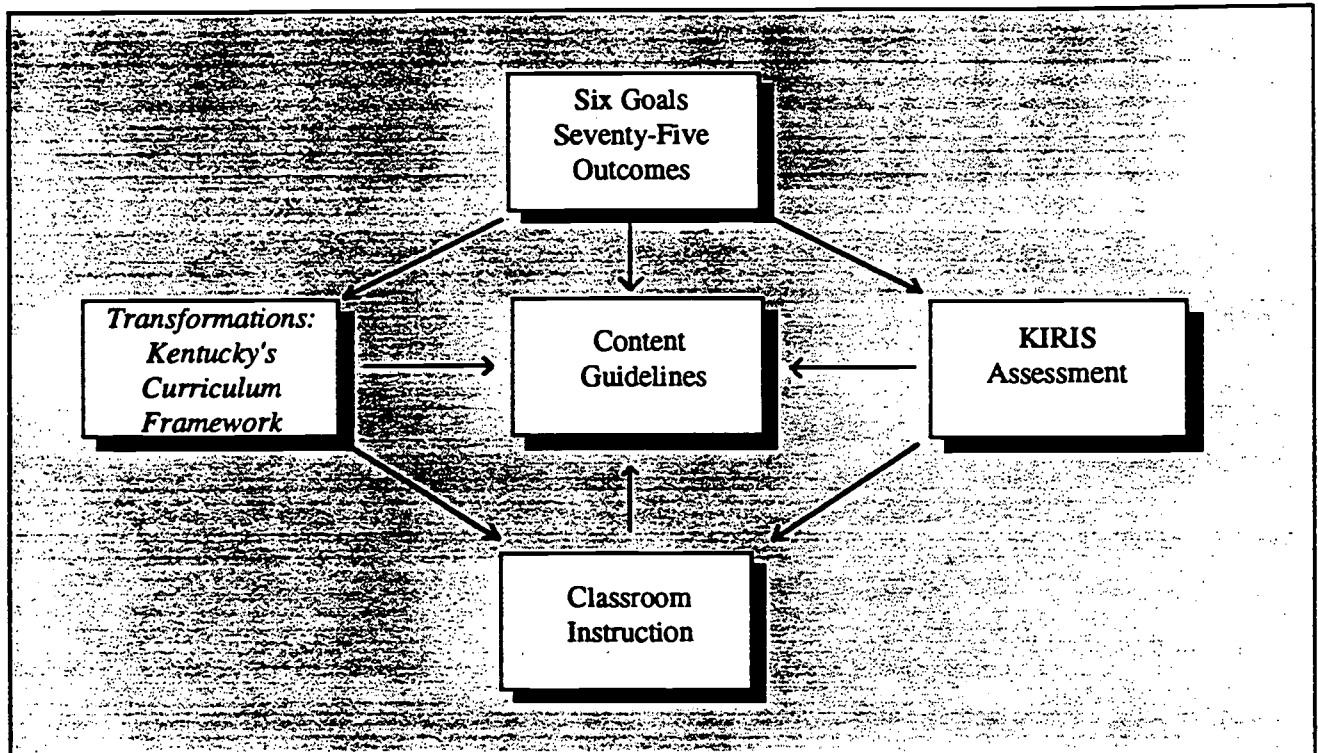
High school language arts students advance their communication skills as they read and study in depth a diverse selection of significant readings both fiction and nonfiction. They participate in expansive personal reading and writing which is amplified by multimedia applications such as appropriate video and audio presentations and by practicing and refining their listening and speaking skills largely through classroom discussions, debates, panels, and other formal and informal speech activities. To become effective communicators, high school students need to read widely in all genres; gain greater facility with a clear, cogent, yet personal, writing style; and study and discuss major environmental, technological, social and political issues.

The purpose of any English course is to improve communication skills. KERA encourages that the communication skills of reading, writing, speaking, and observing be developed in all course work since language is vital to learning in all disciplines.

English III surveys the American character through literature while focusing on the development and refinement of student communication skills. The course provides students with many different communication experiences using a variety of written and oral modes such as persuasive, expository, descriptive, analytical, argumentation, comparison, contrast, and creative. Students study a body of literature ranging from Puritan to contemporary writings which reflect ethnic and gender differences. Students write for a variety of purposes and audiences with grammar taught in context and not as separate units.

## TARGETING OUTCOMES

KERA requires that the focus of instruction should be on Kentucky's six learning goals and seventy-five outcomes. These are the foundation of *Transformations: Kentucky's Curriculum Framework* and the KIRIS assessment. Likewise, the goals and outcomes must be the basis of locally adopted curriculum and units developed by curriculum writing committees and teachers. This approach to curriculum and unit development not only will help students demonstrate achievement of the learner outcomes but also reflects the connections among curriculum, instruction, and assessment.



It is important to recognize that teaching the seventy-five learner outcomes is a shared responsibility among the instructional staff at a school. In deciding which outcomes to target for a particular course, it is critical to consider both discipline requirements and student needs.

Teachers may find it helpful to identify three types of outcomes for each course. The **targeted outcomes**, selected from the seventy-five learner outcomes, are those which the teacher intends to assess. Culminating performances and evaluations should reflect these outcomes. **Course outcomes** are developed by teachers to connect the targeted outcomes with the purposes of the course. They become the focus of instruction as the teacher presents the content. **Supporting outcomes** (also chosen from the learner outcomes) are outcomes which will be addressed but are not the main focus of evaluation. These outcomes are listed in Appendix A.

BEST COPY AVAILABLE

## GOALS AND OUTCOMES CORRELATION CHART

This chart shows the way in which course outcomes (found on page 4), targeted outcomes (found on page 4), and the supporting learner outcomes for English III reflect the KERA goals in instruction.

KERA Goals	Course Outcomes	Targeted Learner Outcomes	Supporting Learner Outcomes
Goal 1	✓	✓	✓
Goal 2	✓		✓
Goal 3*	✓		✓
Goal 4*	✓		✓
Goal 5	✓		✓
Goal 6	✓		✓

\*Goals 3 and 4 will not be formally assessed on the KIRIS assessment.



## **COURSE OUTCOMES**

1. Using the writing process, students write in a variety of modes (expressive, transactive, imaginative) and forms (letters, stories, poems, plays) to a variety of audiences for a variety of purposes. These include, but should not be limited to, those of portfolio assessment: personal narrative; imaginative pieces; predicting an outcome; defending a position; solving a problem; analyzing or evaluating a situation, person, place, or thing; explaining a process or concept; drawing a conclusion; and creating a model.
2. Students construct meaning, elaborate, and respond critically to a variety of types of print materials (literary, informational, practical, persuasive). They apply a variety of strategies (e.g., predicting, questioning, summarizing, previewing) appropriate to the purpose to construct meaning.
3. Students form and defend ideas by connecting new observations with prior knowledge/experiences.
4. Students construct meaning and listen for a variety of purposes (information, persuasion, imagination).
5. Students speak to a variety of audiences for a variety of purposes (imagination, information, persuasion) in informal and formal situations.
6. Students analyze the historical, cultural, and aesthetic significance of American literature.

## **TARGETED LEARNER OUTCOMES**

**KERA Goal 1    Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.**

- 1.2 Students construct meaning from a variety of print materials for a variety of purposes through **reading**.
- 1.3 Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **observing**.
- 1.4 Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **listening**.
- 1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.
- 1.12 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **speaking**.

## **CONTENT**

Instruction should focus on learner outcomes by bringing together the process skills with important information from the discipline. To make learning meaningful for students, teachers should go beyond the traditional resource of the textbook as they organize the content around concepts, themes, and essential questions. It is critical that the objective of "covering" facts be replaced with the belief that application and depth of understanding are important.

## **RATIONALE FOR SUGGESTED CONTENT**

Language arts focuses on critical skills--reading, writing, speaking, listening, and observing--necessary to communicate. In an increasingly complex and global society, the development and refinement of these skills becomes imperative for a literate population. The content for language arts programs must provide practice for students as they enhance their abilities to express themselves and communicate effectively.

Language arts skills are complex and developmental. The curriculum should provide language experiences of increasing sophistication and maturity, recognizing that only the most mechanical of the skills can be mastered.

The use of language is interdisciplinary and impacts students throughout the school day. Because of this, the skills and processes should be woven and practiced across all disciplines. A wide variety of sources of literary works, as well as current issues in other disciplines such as social studies and science, can enhance the student's power to communicate.

## **CONTENT GUIDELINES**

The main goal of any English course is the development of communication skills. For this reason, it is necessary that

- the course focus on all facets of the language arts and not merely on literature study,
  - writing activities encompass a wide range of activities to anticipate the future needs of students and not be limited to literary responses,
  - research projects focus on student interest and need rather than on traditional teacher-generated topics, and
  - the student see a real-world connection between his/her time and the historical settings traditionally covered as background to literary pieces.
- △ Students should be involved in a variety of writing assignments which directly relate to real life experiences, have real audiences, and accomplish real purposes. In these writings students should write letters to editors, letters of inquiry, letters of application, resumes, or personal essays of a reflective nature. This type of writing experience should be valued in addition to the writing traditionally associated with literary analysis and explication.
- △ Gaining important life skills in speaking, listening, creative drama, nonverbal communication, and mass media awareness are essential elements. Learning to listen and offer well-articulated feedback are priorities as students prepare for the transition to higher education or the world of work. In this light, students become more interactive and are given opportunities to develop speaking and interpersonal skills.

The following activities provide practice: choral reading, role-playing, skits, debates, following directions, demonstrations, interviewing, press conferences, problem-solving activities, decision-making activities, and photo or art exhibits.

- Δ A thematic approach encourages the consolidation of reading, writing, speaking, listening, researching, observing, and the study of historical background. This approach includes a wide range of materials such as primary sources, adolescent and contemporary literature.

English III deals with the American experience and lends itself naturally to an integrated approach. The following lists of themes and possible works are not exhaustive but can provide direction.

•Developing a Social Conscience

Possible works:

Robert Penn Warren's *All the King's Men* (novel); *The Declaration of Independence* (document); writings of Thomas Jefferson, Thomas Paine, Abraham Lincoln, Franklin Delano Roosevelt, Chief Joseph, and Martin Luther King (speeches, essays); Edgar Allen Poe's "The Tell-Tale Heart" (short story); Shirley Jackson's "The Lottery" (short story); Mark Twain's "The Man Who Corrupted Hadleyburg" (short story); *The Autobiography of Malcolm X* (autobiography); Ray Bradbury's *Fahrenheit 451* (novel); Harriet Beecher Stowe's *Uncle Tom's Cabin* (novel); selected poems of Walt Whitman and Randall Jarrell; Arthur Miller's *The Crucible* (drama); Reginald Rose's *Twelve Angry Men* (drama); Jerome Lawrence's and Robert E. Lee's *Inherit the Wind* (drama); Carl Sandburg's "I Am the People, the Mob" (poem); news magazines; news reports; newspapers

•War and Peace

Possible works:

Ambrose Bierce's "An Occurrence at Owl Creek Bridge" (short story); Herman Wouk's *Winds of War* and *Remembrance* (novels); Robert Frost's "A Soldier" (poem); Walt Whitman's "Beat! Beat! Drums" (poem); Merrill D. Beal's "I Will Fight No More Forever: Chief Justice and the Nez Perce War" (essay); Stephen Crane's *Red Badge of Courage* (novel); Bobbie Ann Mason's *In Country* (novel); Ernest Hemingway's "Soldier's Home" (short story); James Fenimore Cooper's *The Last of the Mohicans* (novel); Bruce Catton's *A Stillness at Appomattox* (nonfiction); Dee Brown's *Bury My Heart at Wounded Knee* (nonfiction); John Hersey's *Hiroshima* (nonfiction); Barbara Tuchman's *The Guns of August* (nonfiction); John F. Kennedy's *Profiles in Courage* (autobiography); news magazines; news reports; newspapers

## •Individualism

### Possible works:

Katherine Anne Porter's "The Jilting of Granny Weatherall" (short story); Barbara Kingsolver's *Homeland and Other Stories* (collection of short stories); *The Seasons of Jesse Stuart: An Autobiography in Poetry 1907-1976* (poetry with autobiographical narrative); Harriette Arnow's *The Dollmaker* (novel); F. Scott Fitzgerald's "Winter Dreams" (short story); selected poems of Emily Dickinson, Henry David Thoreau, Ralph Waldo Emerson, Langston Hughes, Nathaniel Hawthorne, and Edwin Arlington Robinson; John Knowles' *A Separate Peace* (novel); Maya Angelou's *I Know Why the Caged Birds Sing* (autobiography); Lorraine Hansberry's *A Raisin in the Sun* (drama); James Thurber's *My World--and Welcome to It* (novel); Ralph Ellison's *Invisible Man* (novel); Nathaniel Hawthorne's "Dr. Heidigger's Experiment" (short story); teen magazines

## •Struggles with Nature

### Possible works:

William Faulkner's "The Bear" (short story); Jack London's "To Build a Fire" (short story); selected poems by Robert Frost; John Steinbeck's *The Grapes of Wrath* (novel); Harry Caudill's *Night Comes to the Cumberland* (nonfiction); Irene Hunt's *No Promises in the Wind* (novel); Joy Adamson's *Born Free* (novel); Rachel Carson's *The Sea Around Us* (nonfiction); Jules Verne's *20,000 Leagues Under the Sea* (novel); James Michener's *Alaska* (novel); Garrison Keillor's *Lake Wobegon Days* (essays); T.S. Eliot's "The Waste Land" (poem); William Cullen Bryant's "Thanatopsis" and "To a Waterfowl" (poems)

## •Celebrations of Diversity

### Possible Works:

Flannery O'Connor's "The Displaced Person" (short story); selected poems of Langston Hughes; Mark Twain's "The Celebrated Jumping Frog of Calaveras County" (short story); John Steinbeck's *Tortilla Flat* (novel); Thornton Wilder's *Our Town* (drama); F. Scott Fitzgerald's *The Great Gatsby* (novel); Richard Wright's *Native Son* (novel); *Foxfire* series (essays); Pearl Buck's *The Good Earth* (novel); Carson McCullers' *The Heart is a Lonely Hunter* (novel); Oliver LaFarge's *Laughing Boy* (novel); Nathaniel Benchley's *Only Earth and Sky Last Forever* (novel); Edgar Lee Masters' *Spoon River Anthology* (poems); Hal Borland's *When the Legends Die* (novel); Amy Tan's *Joy Luck Club* (novel); Alex Haley's *Roots* (novel)

## INSTRUCTIONAL STANDARDS

In order to assure that all students are able to achieve high levels of learning, changes are needed in instructional practices. These changes involve active student participation and input while teachers continue to become more skilled as coaches, encouragers, and facilitators. The following chart illustrates recommended additions and adjustments.

From Instruction Which	To Instruction Which
Focuses on covering discrete information and implements a scope and sequence curriculum	Focuses on concepts, themes, applications, and relationships in order to help students achieve identified learner outcomes
Sets high standards for a selected group of students while limiting some students to worksheets and activities which address only low-level cognitive skills	Sets high standards for all students and implements instructional programs that guide all students through levels of thinking
Uses literature and grammar textbooks as the primary instructional resources	Encourages student input and provides a variety of instructional resources and authentic experiences, such as textbooks, speakers, discussions, role-plays, interviews, periodicals, audio-visuals, and supplemental readings
Focuses on only one of the language arts at a time, such as reading without purposeful writing, discussion, and listening	Emphasizes the integration of listening, speaking, reading, and writing and the teaching of language skills in meaningful contexts
Promotes students working in isolation	Encourages individual and collaborative work, such as group work and peer conferencing
Tends to establish the teacher as the one authority with access to all the answers	Utilizes the teacher as the major facilitator in the learning process while creating an atmosphere for student involvement
Uses only skill ability to group students	Forms flexible groups which may be based on factors such as student interests, work habits, learning needs, and leadership skills
Implements a writing program in which students are merely assigned low-level tasks and papers are read only for correctness	Implements a writing program that includes attention to the various stages of the writing process from prewriting to publishing

# INSTRUCTIONAL STANDARDS (Continued)

From Instruction Which	To Instruction Which
Arranges the study of literature according to chronological development	Is based on thematic units that integrate timelines, genres, geography, and culture
Uses only teacher-generated research topics such as literary themes and cliched social issues	Reflects genuine student interest and student generated ideas
Limits reading sources to teacher-generated lists	Encourages students to select their reading materials
Isolates the language arts teacher from the work of his or her colleagues	Encourages collaboration, team building among the instructional staff, and the use of the strengths and expertise of other teachers
Restricts student achievement by focusing on one or two of the multiple intelligences and learning styles	Enables all students to learn at high levels by addressing all of the multiple intelligences and learning styles

## LEARNER STANDARDS

Classroom instruction should provide learning opportunities which develop students' abilities to think critically, solve problems, and learn independently. The following chart illustrates how students become active, investigative learners who can demonstrate learning in meaningful ways.

From A Learner Who	To A Learner Who	And Will Be Able To
Receives knowledge passively	Uses knowledge to construct meaning	Recognize that interpretation of a story may be influenced by the reader's prior experience
Provides one right answer	Supports a "most appropriate answer"	Recognize that the writing form is influenced by the intended audience and purpose
Works toward unclear expectations	Knows the learning expectations	Assist with the development of a scoring rubric
Uses a textbook as the primary source	Uses varied resources and experiences to gather information	Access current information from magazines, newspapers, CD-ROMs
Focuses on one language concept at a time	Makes learning connections across the language arts discipline	Express and support in writing opinions about a book he/she has read
Works individually and competes with other learners	Collaborates with other students on projects	Respond constructively to the writing of other learners
Focuses on using language arts skills exclusively in the language arts area	Applies language arts skills in all content areas	Apply reading strategies (e.g., KWL, graphic organizers) to learn materials for content classes
Sees little personal or practical value in assignments	Focuses on concepts, skills in authentic contexts, processes, and attitudes	Keep and use a personal skills list for grammar, mechanics, and spelling



## ASSESSMENT STANDARDS

Assessment and instruction are directly connected. Assessment in the classroom should reflect a continuous process which evaluates student learning. The information gained can guide teachers in adjusting instructional strategies and methods. Assessments no longer have to be only paper/pencil exams given on a scheduled day. Instead they can be authentic, meaningful performances which allow students to participate in the evaluation process and, often, be involved in the design of the assessment. The following chart provides examples of a variety of assessment methods.

From Assessment Which	To Assessment Which
Uses multiple choice, fill-in-the-blank, and other objective type questions	Uses student products, portfolios, and other types of authentic assessments based on a rubric and includes teacher-student conferences and self/peer evaluation
Occurs only at the end of a unit	Occurs continuously and allows students to demonstrate their learning in a variety of ways
Is always developed by the teacher	Uses teacher and student input in designing the rubric
Evaluates students only on the ability to recall details	Evaluates both the students' knowledge and the ability to apply that knowledge in real-life situations
Involves only the teacher in assessing student progress	Includes the student, the teacher, and other learners in assessing student progress
Permits only the teacher to know the standards	Requires that both the students and teacher know the standards



The following are some examples of instructional/assessment activities which might be used to demonstrate learning.

- Create an advertising campaign to promote school spirit.
- Record imaginative writings on tapes.
- Create a visual illustration of a story.
- Prepare a written description on how to operate a machine.
- Submit articles to the school newspaper.
- Prepare letters to the editor to respond to the paper's editorials.

### **A Word About Writing Portfolios**

If students begin keeping writing folders in the 9th grade, these folders can then follow students throughout their high school careers. Pieces from past years can be revised for inclusion in the 12th grade portfolio. Criteria for the underclass folders should be similar to that of the 12th grade portfolio (e.g., pieces written for a variety of purposes and a variety of audiences).

The writing portfolio is an assessment tool for several levels--student, teacher, school, and state. In preparing the final portfolio, seniors can recognize the changes their writing has undergone during their high school careers. As teachers assess the senior portfolios, they should analyze strengths and weaknesses in their school writing program and plan for program change.

Standards of performance for students participating in a English III course can be based on the demonstrators of learning found in *Transformations: Kentucky's Curriculum Framework*, Volume I. These demonstrators should reflect the targeted outcomes. Samples of open-response items from the KIRIS assessments of 1992 and 1993 which correspond to this course outline are included in Appendix B.

## SAMPLE UNIT DEVELOPMENT FORMAT

As teachers begin developing instructional units, they are encouraged to refer to the curriculum planning map found in Volume II, page 54 of *Transformations: Kentucky's Curriculum Framework*. The curriculum planning map is a tool designed to help teachers as they work through the process of designing units. After teachers determine the major focus of a unit, they will develop activities to prepare students for the culminating performances.

### Instructional Unit: The Environment in Art

#### *Unit Description:*

All too often we take the world around us for granted. Writers, musicians, and artists, though, have traditionally used the natural world as a source, a theme, and a topic for discussion and presentation. The purpose of this unit is to trace the various stages of environmental awareness in America through literature and art, to survey how man relates to the world around him at different times, and to develop a personal awareness of one's relationship to the earth.

#### *Targeted Outcomes (Major Focus):*

- 1.1 Students use research tools to **locate sources** of information and ideas relevant to a specific need or problem.
- 1.2 Students construct meaning from a variety of print material for a variety of purposes through **reading**.
- 1.3 Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **observing**.
- 1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.
- 1.12 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **speaking**.
- 1.13 Students construct meaning and/or communicate ideas and emotions through the **visual arts**.
- 1.16 Students use computers and other **electronic technology** to gather, organize, manipulate.
- 2.22 Students **create products and make presentations** that convey concepts and feelings.

#### *Unit Organizer (Major Focus):* The Environment as reflected in Literary and Artistic Expressions

#### Essential Questions - Guide and maintain focus of instruction and learning.

- 1. How do writers, musicians, and artists use nature as a source (theme, topic) for their work?
- 2. How does the work of writers, musicians, and artists reflect the attitudes Americans have about the environment?
- 3. How has the work of writers, musicians, and artists affected American attitudes about the environment?
- 4. How have scientific and historical events reflected the work of writers, musicians, and artists?
- 5. How has the work of writers, musicians, and artists been affected by scientific and historical events?

6. How has the work of writers, musicians, and artists affected my perceptions about the environment?

*Culminating Performance:*

In a small group, design and deliver a multimedia presentation for a community civic group which addresses one of the following environmental issues: global warming, the ozone layer, acid rain, endangered species, nuclear waste, toxic waste, or solid waste. The presentation should make use of at least three examples from American literature, music, or art which have a focus on nature or the environment. These examples should be used to support a point of view, establish a mood, or, in some way, enhance the presentation.

*Rubric for the culminating performance :*

Students will receive a 4 if the presentation

- is appropriate for the identified audience
- motivates the audience to participate or to be involved in the presentation
- clearly addresses one of the identified environmental issues
- uses more than three examples from American literature, music, or art which focus on nature or the environment
- provides information which is accurate and supportable

Students will receive a 3 if the presentation

- is appropriate for the identified audience
- keeps the interest of the audience
- clearly addresses one of the identified environmental issues
- uses three examples from American literature, music, or art which focus on nature or the environment
- provides information which is accurate and supportable

Students will receive a 2 if the presentation

- is somewhat appropriate for the identified audience
- shows problems in organization and development
- partially addresses one of the identified environmental issues
- uses less than three examples from American literature, music, or art to enhance the presentation
- provides information which is accurate but is irrelevant or unsupportable

Students will receive a 1 if the presentation

- is inappropriate for the identified audience
- shows lack of preparation
- does not clearly address an environmental issue
- fails to use examples from American literature, music, or art to enhance the presentation
- provides inaccurate information or no information for support

*Supporting Knowledge/Content:*

- Selected scientific and historical events which affected environmental attitudes
- Speech organization and techniques
- Environmental issues
- Selected literary, music, and art works

*Supporting Skills/Abilities/Demonstrators:*

- Format for presentations
- Analysis of literature, art, and music selections
- Accessing sources of information

*Supporting Activities:*

In the process of unit development, it is important that teachers develop activities which prepare students to do well on the culminating performance. The activities should provide students with strategies for practice in communication skills. Teachers will be able to use information found in the Instructional Standards chart, the Learner Standards chart, and the Assessment Standards chart found on the previous pages.

1. Students will access, from a variety of expository materials, information on the topic of their presentation and paper. These should include materials which offer opposing viewpoints on the issue and ones which offer solutions to the problems.
2. Students will view and analyze a variety of video, photographs, and artwork which deal with nature. Examples include the nature portion of Charles Kuralt's *Sunday Morning* broadcast, James Archambeault's *Kentucky I and II*, and Harlan Hubbard's artwork.
3. Students will read a variety of materials which deal with the theme of nature. Examples include Ralph Waldo Emerson's *Self Reliance*, Henry David Thoreau's *Walden*, William Cullen Bryant's "To a Waterfowl," various poems by Emily Dickinson and Robert Frost, Rachel Carson's *Silent Spring*, William Stenger's *The Wilderness Idea*, and Jack London's "To Build a Fire."

# Notes

21

# **APPENDIX A: SUPPORTING LEARNER OUTCOMES**

**KERA Goal 1** Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

- 1.1 Students use research tools to **locate sources** of information and ideas relevant to a specific need or problem.
- 1.13 Students construct meaning and/or communicate ideas and emotions through the **visual arts**.
- 1.15 Students construct meaning from and/or communicate ideas and emotions through **movement**.
- 1.16 Students use computers and other **electronic technology** to gather, organize, manipulate, and express information and ideas.

**KERA Goal 2** Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

- 2.2 Students identify, compare, and contrast **patterns** and use patterns to understand and interpret past and present events and predict future events.
- 2.14 Students recognize issues of justice, equality, responsibility, choice, and freedom and apply these **democratic principles** to real-life situations.
- 2.15 Students recognize varying **forms of government** and address issues of importance to citizens in a democracy, including beliefs, customs, norms, roles, equity, order, and change.
- 2.16 Students recognize varying **social groupings and institutions** and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order, and change.
- 2.21 Students observe, analyze, and interpret human behaviors to acquire a better understanding of self, others, and **human relationships**.
- 2.22 Students **create products and make presentations** that convey concepts and feelings.
- 2.23 Students **analyze** their own and others' artistic **products and performances**.
- 2.24 Students **appreciate creativity and the values of the arts** and the humanities.

**KERA Goal 3\*** Students shall develop their abilities to become self-sufficient individuals.

- 3.1 Students demonstrate **positive** growth in **self-concept** through appropriate tasks or projects.
- 3.2 Students demonstrate the ability to maintain a **healthy lifestyle**.
- 3.3 Students demonstrate the ability to be **adaptable and flexible** through appropriate tasks or projects.
- 3.4 Students demonstrate the ability to be **resourceful and creative**.
- 3.5 Students demonstrate **self-control and self-discipline**.
- 3.6 Students demonstrate the ability to make decisions based on **ethical values**.
- 3.7 Students demonstrate the ability to **learn on one's own**.

**KERA Goal 4\*** Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

- 4.1 Students effectively use **interpersonal skills**.
- 4.2 Students use **productive team membership skills**.

- 4.3 Students individually demonstrate **consistent, responsive, and caring behavior**.
- 4.4 Students demonstrate the ability to accept the **rights and responsibilities for self and others**.
- 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a **multicultural and world view**.
- 4.6 Students demonstrate an **open mind to alternative perspectives**.

**KERA Goal 5     Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.**

- 5.1 Students use **critical thinking** skills in a variety of situations that will be encountered in life.
- 5.2 Students use **creative thinking** skills to develop or invent novel, constructive ideas or product.
- 5.3 Students create and modify their understanding of a **concept** through organizing information.
- 5.4 Students use a **decision-making** process to make informed decisions among options.
- 5.5 Students use **problem-solving** processes to develop solutions to relatively complex problems.

**KERA Goal 6     Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.**

- 6.1 Students address situations (e.g., topics, problems, decisions, products) from **multiple perspectives** and produce presentations or products that demonstrate a broad understanding. Examples or perspectives include the following: economic, social, cultural, political, historic, physical, technical, aesthetic, environmental, and personal.
- 6.2 Students use what they already know to **acquire new knowledge, develop new skills, or interpret new experiences**.
- 6.3 Students expand their understanding of **existing knowledge** (e.g., topic, problem, situation, product) by **making connections** with new and unfamiliar knowledge, skills, and experiences.

\*Goals 3 and 4 will not be formally assessed on the KIRIS assessment.



# **APPENDIX B: SAMPLE ITEMS FROM KIRIS ASSESSMENTS**



# 1991-92 KIRIS COMMON OPEN-RESPONSE ITEM SCORING WORKSHEET

## Grade 12 – Reading Question 3

This question refers to an excerpt from a long letter written by Martin Luther King Jr. while he was jailed in Birmingham in 1963.

3. Explain at least **two** argument techniques which Martin Luther King uses to persuade his audience that segregation ordinances are wrong.

### OPEN-RESPONSE 3

---

---

---

---

---

---

---

## LETTER FROM BIRMINGHAM COUNTY JAIL

*This excerpt is part of a long and researched letter by Martin Luther King. He wrote it from jail in 1963 after being arrested for taking part in Civil Rights demonstrations. Read the excerpt and then answer questions 45-49.*

You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."

Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms

of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority. Segregation, to use the terminology of the Jewish philosopher Martin Buber, substitutes an "I-it" relationship for an "I-thou" relationship and ends up relegating persons to the status of things. Hence segregation is not only politically, economically, and sociologically unsound, it is morally wrong and sinful. Paul Tillich has said that sin is separation. Is not segregation an existential expression of man's tragic separation, his awful estrangement, his terrible sinfulness? Thus it is that I can urge men to obey the 1954 decision of the Supreme Court, for it is morally right; and I can urge them to disobey segregation ordinances, for they are morally wrong.

## SCORING GUIDE

4	Response explains well at least two of the following techniques through description or example. The quality of the explanation will show depth of understanding and application.		
3	Response explains at least 1 technique well explained <b>OR</b> two techniques minimally explained. Response may misstate name of technique.		
2	Response gives two examples from below list, but no explanation <b>OR</b> one or more examples with minimal explanation. This response will be a summary as opposed to an analysis.		
1	Copies directly from text, <b>OR</b> response shows <u>personal</u> reaction to topic. States wrong technique with no explanation.		
0	Blank		
<p style="text-align: center;">— TECHNIQUES —</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• citing authority</li> <li>• testimonial</li> <li>• contrast</li> <li>• deductive reasoning</li> <li>• tone</li> <li>• appeal to sense of morality</li> </ul> </td><td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• analogies</li> <li>• citing appropriate examples</li> <li>• historical perspective</li> <li>• definition</li> <li>• rhetorical questioning</li> </ul> </td></tr> </table>		<ul style="list-style-type: none"> <li>• citing authority</li> <li>• testimonial</li> <li>• contrast</li> <li>• deductive reasoning</li> <li>• tone</li> <li>• appeal to sense of morality</li> </ul>	<ul style="list-style-type: none"> <li>• analogies</li> <li>• citing appropriate examples</li> <li>• historical perspective</li> <li>• definition</li> <li>• rhetorical questioning</li> </ul>
<ul style="list-style-type: none"> <li>• citing authority</li> <li>• testimonial</li> <li>• contrast</li> <li>• deductive reasoning</li> <li>• tone</li> <li>• appeal to sense of morality</li> </ul>	<ul style="list-style-type: none"> <li>• analogies</li> <li>• citing appropriate examples</li> <li>• historical perspective</li> <li>• definition</li> <li>• rhetorical questioning</li> </ul>		

### EXAMPLES OF STUDENT RESPONSE\* FOR EACH SCORING GUIDE LEVEL

4	Martin Luther King used the quotes and ideas of other to support his argument. (ex. St. Augustine, St. Thomas Aquinas, Martin Buber, and paul Tillich). This technique gave his letter backing and his audience mutple opinions. King also contrasts just and unjust laws in general, then brings in segregation. This technique provides his audience with a smooth correlation between unjust laws and segregation.
3	Martin Luther King contrasts the opposites. He contrasts just and unjust laws. He says a just law is a man-made code that squares with the moral law. He says an unjust law is a code that is out of harmony with moral law. Martin Luther King also describes what is morally right and morally wrong.
2	he uses the contrastings of opposites and cause and effect reasoning in his letter.
1	Martin Luther King Jr. was expressing himself the way he felt and they arrested him. i think the law is messed up bad because a person should have a right to express themselves as long as they don't hurt any one. and its aful how the cops abuse there privialges.

\* Wherever typed student responses appear, student errors have not been corrected.



**(Learner outcomes covered by this item include: Goal 1, constructing meaning.)**

3. This article discusses the importance of the development of self-contained ecosystems to the exploration of space. Describe another situation or environment where a self-contained ecosystem would be useful. Please explain why a self-contained ecosystem would be useful in this situation.

25

# A Garden For Mars

When the Apollo Astronauts set out for the Moon – during that brief period of manned exploration between 1968 and 1972 – they carried all their food with them. One way, it was a short three-day journey. Now there is increasing interest in missions of men and women to the planet Mars (PARADE, Feb. 2, 1986) and even the eventual settlement of other planets. But a trip to Mars typically takes some nine months or more. If you carry all your food and oxygen and water with you, you must carry a great deal of additional mass, which makes the trip much more difficult and expensive, and therefore much less likely.

The solution is to recycle our wastes, generate our own oxygen and grow our own food. So an interplanetary spacecraft carrying a human crew must become something like a closed ecological system. It must hold nonhuman life, especially plants. If we humans venture far from Earth, we must make our spaceships into gardens.

Serious study of such systems is under way. For example, the commercially available ecosphere described in the accompanying article was developed by Joe Hanson of NASA's Jet Propulsion Laboratory.

However, the most elaborate attempts to devise closed ecological systems involving humans, at least so far, have been made by the Soviets. In a Siberian research institute at Krasnoyarsk is a facility called Bios. In it, subjects live out their daily lives long enough for a trip to Mars. The longest continuous stays have been for five months, but one researcher has, in multiple experiments, spent a total of 13 months inside. Reportedly, occupants are

issued only a fifth of the food they will need, and there is no resupply of water and air, no flushing away of waste products. In fact, nothing enters or leaves except electricity and radio waves. Hydroponic tanks are everywhere, and Bios is filled with plants – dill, kohlrabi, wheat, peas and many other vegetables – grown in soilless nutrient media. The “travelers” bake bread. The vegetation generates oxygen. Wastes are recycled.

They are still learning. They have a furnace in which everything inedible, such as plant roots and straw, is burned. But the catalysts were not working well at first, and slowly the cabin began to fill with poisonous oxides of nitrogen from the furnace. The growth of wheat slowed considerably, the potato leaves began to curl. The plants had noticed a problem before the humans did. When the catalysts to remove noxious gases were replaced, the air freshened and the plants revived.

Such systems are being perfected and will play a key role in future human exploration of the solar system. There is nothing that ties such closed ecological systems to spaceships. After the astronauts and cosmonauts set down on Mars, their food, air and water can still be supplied largely by the plants that accompanied them on their long journey. Sunlight and other energy sources will be available, and Mars itself can be made to yield up oxygen and water. Perhaps some future Johnny Appleseed will dot Mars with self-contained ecosystems, oases that will be the inns and way stations for the explorers of the 21st century.

Copyright © by Carl Sagan. First published in *Parade*. Reprinted by permission of the author and the author's agents, Scott Meredith Literary Agency, Inc., 845 Third Avenue, New York, NY 10022.

## SCORING GUIDE

4	Response describes/explains another <b>situation or environment</b> where a self-contained ecosystem would be useful <b>and why</b> . Response describes <b>what</b> is wrong with environment and <b>how</b> the ecosystem would correct the problem. Reasons are logical and appropriate. Response must apply information from the article to a <b>parallel</b> situation.				
3	Response is similar to "4" but either does not explain conditions which make an ecosystem necessary (conditions may be inferred) <b>OR</b> does not explain <b>benefits</b> of ecosystem proposed. Problems or benefits implied <b>OR</b> explanation is weak.				
2	Response may be correct with no explanation of problems or benefits <b>OR</b> correct in response, but off track in explanation <b>OR</b> does not name/describe a <b>parallel</b> situation. (See below.)				
1	Response is a summary of the article, or comments on destruction of environment instead of addressing the question, irrelevant or wrong.				
0	Blank				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">ACCEPTABLE CORRECT RESPONSES:</th><th style="text-align: left; padding: 5px;">UNACCEPTABLE RESPONSES:</th></tr> </thead> <tbody> <tr> <td style="padding: 5px;"> nuclear warfare with reasons  underwater/ocean with reasons  hostile climate – desert, arctic with reasons  environmental problems – ozone, acid rain, pollution, etc.  with reasons  other correct responses with reasons – mountain tops, etc. </td><td style="padding: 5px;"> moon, space  any answer which does not provide a parallel situation </td></tr> </tbody> </table>		ACCEPTABLE CORRECT RESPONSES:	UNACCEPTABLE RESPONSES:	nuclear warfare with reasons underwater/ocean with reasons hostile climate – desert, arctic with reasons environmental problems – ozone, acid rain, pollution, etc. with reasons other correct responses with reasons – mountain tops, etc.	moon, space any answer which does not provide a parallel situation
ACCEPTABLE CORRECT RESPONSES:	UNACCEPTABLE RESPONSES:				
nuclear warfare with reasons underwater/ocean with reasons hostile climate – desert, arctic with reasons environmental problems – ozone, acid rain, pollution, etc. with reasons other correct responses with reasons – mountain tops, etc.	moon, space any answer which does not provide a parallel situation				

### EXAMPLES OF STUDENT RESPONSE\* FOR EACH SCORING GUIDE LEVEL

4	Although many people consider space to be the "final frontier" and a logical candidate for self-contained ecosystems; there are other places where these "biospheres" can be used. The sea is one of these places where a self-supporting environment can do much good. Exploration in deep water areas is very expensive and time consuming due to the fact that there is a large amount of time spent decompressing from the high water pressure. With an undersea base, this time would be reduced or non-existent, because people could live and work in the same environment. To sum up, a deep sea "biome" would be very beneficial and cost efficient.
3	A self-contained ecosystem would be useful in a war-time situation. With the nuclear weapons that are all over the world another world War would be devastating. If a war were to break out now it would be a good idea for everyone to become self-sufficient as far as things like food, clothing, or housing were concerned.
2	A self-contained ecosystem would be ideal for Earth. In today's world, we are producing waste so quickly that before we know it, we will have trashed our one and only home. If we could make ourselves self-sufficient, producing little waste, we could save our quickly dying Earth.
1	Here on earth we are having so many problems in todays world with recycling and our ozone layer. I believe we need to take care of our earth before we spend our money on something that might fail us.

\* Wherever typed student responses appear, student errors have not been corrected.

# KIRIS WRITING PORTFOLIO ASSESSMENT

## CONTENTS OF GRADE 12 PORTFOLIO

1992-1993

Any of the following portfolio entries may come from subject areas other than English/Language Arts, but a minimum of two pieces of writing must come from other content areas.

1. Table of Contents: Specify the title of each entry, the content area for which the piece was written, and the page number in the portfolio.
2. One personal narrative
3. One short story, poem, or play/script
- 4-6. Three pieces of writing, each of which will achieve any one or more of the following purposes:
  - a. predict an outcome
  - b. defend a position
  - c. solve a problem
  - d. analyze or evaluate a situation, person, place, or thing
  - e. explain a process or concept
  - f. draw a conclusion
  - g. create a model
7. Letter to the Reviewer: A letter written by the student analyzing himself/herself as a writer and reflecting on the pieces in the portfolio



**U.S. DEPARTMENT OF EDUCATION**  
*Office of Educational Research and Improvement (OERI)*  
*Educational Resources Information Center (ERIC)*



## **NOTICE**

### **REPRODUCTION BASIS**

☐

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒

This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").